



Fundação St. Paul's

ANNUAL REPORT ST. PAUL'S FOUNDATION

2023 • 2024

GOVERNANCE

As a non-profit entity, the St. Paul's Foundation operates independently from St. Paul's School (Anglo-Brazilian Foundation for Education and Culture, FABEC). Our Board of Directors consists of individuals chosen by the FABEC board chairman and endorsed by the school's trustees. Get to know more about our members.

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St. Paul's Headmaster
- Verena Ferreira**
Director of Marketing and Admissions at St. Paul's

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Superintendent, Old Paulean

EXECUTIVE TEAM

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General Manager
- Stephanie Sippli**
Development Coordinator, Old Paulean
- Ana Paula Rosas**
Communications and Selection Process Coordinator

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Transforming
lives through
a world-class
education

WELCOME TO THE ST. PAUL'S FOUNDATION



TONY JEZZI
Chairman of the
St. Paul's Foundation

This year, we proudly celebrate the remarkable journeys of our 28 scholars, who embody the spirit of St. Paul's and the bright future we are cultivating together. By investing in these talented individuals, we are equipping all our pupils, scholars and present pupils, with the skills needed to become the leaders of tomorrow. As these scholars seize the opportunities at St. Paul's, they uplift their families and communities, creating a cycle of enrichment for everyone.

It is gratifying to witness the school's ongoing evolution, and being part of this significant change is deeply meaningful to me. My connection to St. Paul's began with my mother, who taught here for four decades. As an Old Paulean, son of Old Pauleans, a parent of two alumni, a past member and Chairman of FABEC, and now Chairman of the Foundation, I have witnessed firsthand the transformative power of a quality education. The scholarships we offer empower students to embrace opportunities that broaden their horizons and cultivate essential life skills.

At the close of this academic year, we welcomed 15 new scholars, joining the 25

remaining at school after three graduated, bringing our total to 40. This achievement underscores our collective efforts in establishing a transformative and impactful programme in a relatively short period of time. This report provides a glimpse into the inspiring journeys we have encountered over the past year, while reaffirming our commitment to transparency and good governance in the use of donations to support our work.

Our dedication to this mission remains unwavering. With your generous support, we can continue to maintain and expand our Scholarship Programme and strive toward our goal of 50 scholars by our centenary in 2026, representing 10% of the Senior School.

Once again, I extend my heartfelt gratitude to our dedicated St. Paul's Foundation team and Board, the FABEC Board, and every member of the St. Paul's community. Together, we are building a legacy of hope and opportunity, ensuring a brighter future for all and shaping not only the leaders of tomorrow but also compassionate, well-rounded citizens who will make a difference wherever they end up in life.

CULTIVATING VALUES, ENRICHING LIVES



TITUS EDGE
St. Paul's Headmaster

At St. Paul's, nurturing the unique potential of every pupil is at the heart of our mission. As members of a vibrant community, we strive to provide an environment that encourages growth and excellence for all young people in our care. Throughout this academic year, our steadfast commitment to our core values — Aspiration, Adventure, Responsibility, Resilience, Inclusion, and Kindness — has continued to inspire our pupils to excel and engage meaningfully with the world around them.

The Scholarship Programme epitomises this ethos, illuminating the path for deserving students to receive a world-class education. This initiative is not solely about increasing numbers; it enriches the community with diverse voices and perspectives. By welcoming scholars, the school transforms their futures while allowing them to contribute meaningfully to the St. Paul's community.

At the end of this academic year, 15 new scholars have been enrolled. We now have a total of 40 foundation scholars across the school. As St. Paul's strives towards the ambitious goal of 50 scholars by our centenary in 2026, this progress stands as a vivid testament to our commitment to inclusion and diversity.

As previously announced, the school will allocate 3% of annual revenues to support the Scholarship Programme, ensuring its continued growth and sustainability. This will enhance the impact of our generous donors and supporters across the community.

Together, we can all help St. Paul's remain a place where every pupil can thrive. Through our collective efforts, future leaders will be shaped, creating a legacy of kindness, compassion, resilience, and responsibility for generations to come.

COMMITTED TO TRANSFORMATION



PHILIP READE
Chairman of the
Board of Governors

As I wrote one year ago, in the eyes of the Board of St Paul's, the St Paul's Foundation represents one of the most important priorities for our school.

The Foundation represents a crucial element in the development of a St Paul's pupil. Firstly, because our scholars "raise the bar" so to speak; they serve as inspiration to our community, having achieved so much through grit and dedication. Secondly, because our scholars give our pupils a different perspective, a different lens through which to see the world. And, hopefully, through this different perspective comes empathy and understanding; understanding that through effort and dedication people can achieve "hard things". And, finally, an understanding of how privileged we all are and, because of that, of how much responsibility we all have.

Because of this conviction, the Board decided last June to make a continuous financial commitment whereby the St. Paul's Foundation will receive 3% of all revenues coming from St Paul's school, every year.

We will achieve our target of 50 scholars (10% of the Senior School) as planned and on schedule in the 2025-2026 academic year (currently 40 scholars). Amongst our peer group of international schools, this contingent of 50 pupils makes St Paul's the largest sponsor of full scholarships in Brazil, by a large amount.

I would like to congratulate our incredible team at the St. Paul's Foundation for making this happen and our whole community for making this possible! Your support is crucial!

Thanks very much!



On the left, the 18 scholars from 2022-2023; and on the right, the 28 scholars from 2023-2024 alongside the foundation team.



Scholars starting in August 2024

THE FOUNDATION'S YEAR

And so, we have reached a groundbreaking number of 40 scholars. It's hard to walk around the school without encountering them; they are everywhere: in the courtyards, the library, the football field, the sports courts, the dining hall, the classrooms, the laboratories, and the art and music rooms. They also participate in a wide range of extracurricular activities, including drama, rowing, volleyball, basketball, football, swimming, Model United Nations, and musical performances singing and playing instruments.

I can confidently say that our journey to this point has been filled with learning and achievements, and the 2023-2024 academic year was no exception. At the beginning of the school year, we welcomed 11 new pupils

into our Scholarship Programme, allowing us, for the first time, to have scholars in every year group of the Senior School. It was pleasing to observe how the group of new scholars, who initially came together during breaks and lunches on their first day of school, gradually integrated into the St. Paul's community throughout the term. Furthermore, the strong presence of our students at the Prize Giving ceremony and the graduation of three scholars, who now embark on the next stage of their academic journeys at university, stand as a testament to our mission.

In the Preparation Course, we also made significant progress. The school psychologist began interviewing candidates in the first term, an essential initiative for their

well-being. Additionally, in the second term, we enhanced the focus on science lessons and introduced an extra English class dedicated to British culture and current affairs. At the end of the academic year, after working closely with 30 outstanding candidates, we carefully, thoughtfully, and sensitively selected the 15 scholars who would begin their studies in August 2024.

Finally, it is crucial to highlight the strides we have made in strengthening our ties with the community. The St. Paul's Foundation was chosen as the primary beneficiary of International Day, receiving half of the funds raised at the event. We also organised and participated in numerous other initiatives

throughout the year, such as the Old Pauleans Quiz Night, the school play, Old Pauleans Day, and the New Parents' Breakfast.

All of this fills us with pride and reinforces our commitment to inclusion and diversity. We are on track to achieve our goal of 50 scholars, representing 10% of the Senior School student body. With determination and collaboration, we remain steadfast in this commitment, confident that every step we take contributes to a richer, more diverse community capable of transforming lives.



CAROLINA RIGHI
General Manager of
St. Paul's Foundation

ABOUT US

Established in 2008 as the institution responsible for St. Paul's School's Full Scholarship Programme, the St. Paul's Foundation introduced a structured and active selection process in 2018. Since then, it has impacted the lives of approximately 900 families and awarded over 45 full scholarships. Today, the Foundation's alumni can be found in countries such as Brazil, the United States, and Germany.

MISSION



Our mission is to **transform lives through a world-class education**. We strive to be a catalyst for change in the lives of our candidates and scholars, providing access to an exceptional curriculum and unparalleled pastoral care, all within a safe and nurturing environment. The St. Paul's Foundation enriches the lives of the scholars who, in turn, enhance the entire school community with their unique perspectives and achievements.

VISION



Our vision is clear: **to broaden horizons and empower futures**. As our scholars benefit from everything St. Paul's has to offer, they, in turn, contribute to the vibrant school environment. Furthermore, we aim to empower our candidates and scholars to make meaningful contributions, both within their communities and on a broader national scale.

OBJECTIVE



Our objective is to **provide talented and dedicated young people living in São Paulo with access to an excellent international education through the offer of full scholarships**. We look beyond academic potential and believe in developing individuals who, alongside their exceptional academic performance, demonstrate resilience and determination to excel in various aspects of life. We aim to support them not only academically but also holistically, ensuring they are well-prepared to take their next steps, whether attending universities around the world or in Brazil. **The school aims to have 50 scholars in the Senior School by its centenary in 2026. This is equivalent to 10% of the Senior School.**

SELECTION PROCESS

"Being a scholar through the St. Paul's Foundation has given me experiences I never imagined I would have. From Music and Drama to Maths Olympiads and diplomatic debates, I've learned so much about teamwork and intellectual growth beyond the classroom. I've had the opportunity to socialise and develop other essential skills for personal development, such as resilience, leadership, and innovation."

FERNANDA ALVES, Form 5
*Joined St. Paul's in 2023.
Always eager to learn more,
she actively participates in
MUN and the School Play*

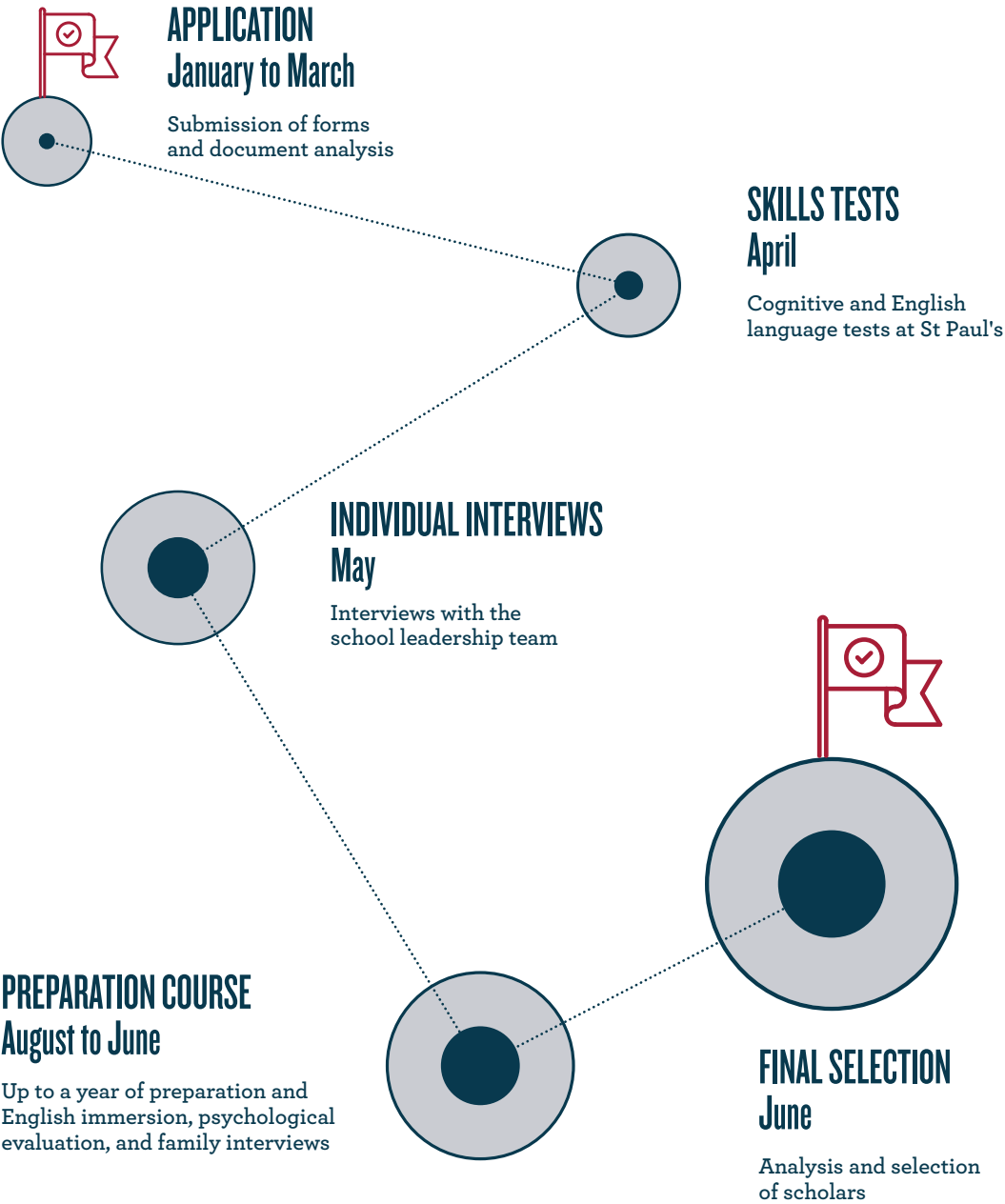


BREAKING DOWN THE SELECTION PROCESS

the 18-month journey of search, preparation and selection

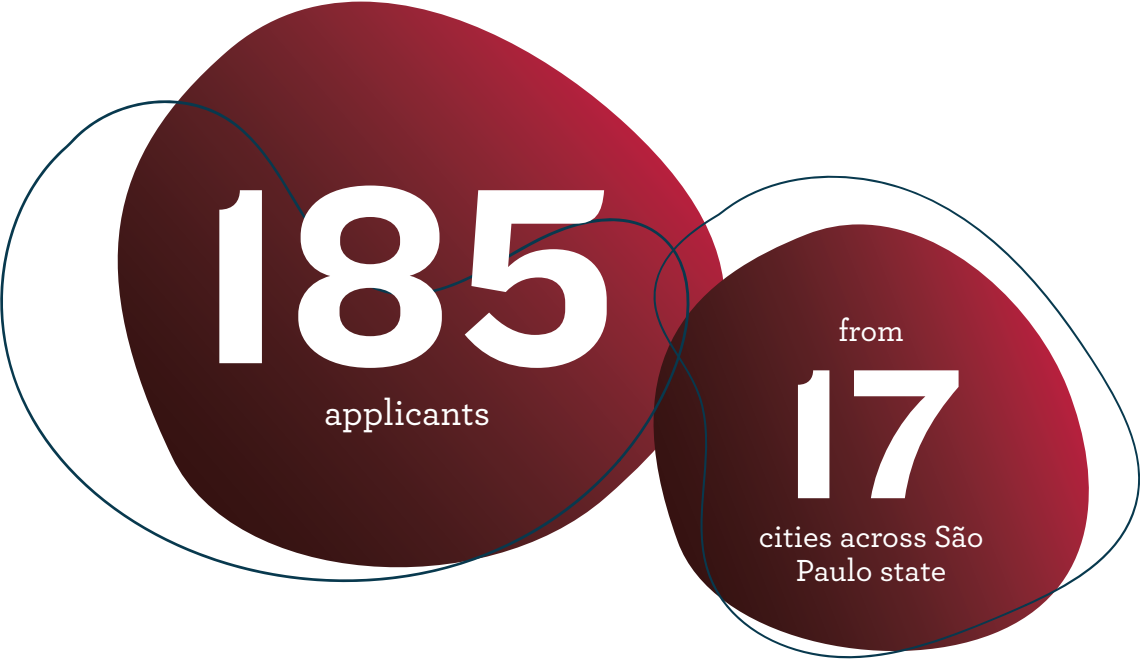
The Selection Process for the St. Paul's Foundation Scholarship Programme sources, prepares, and selects students who demonstrate academic excellence, determination, and the right attitude to make the most of the opportunity to study at St. Paul's. These students aim to embrace the experience of an international education. The process is divided into five key stages over approximately 18 months.

This Annual Report shares insights into the two selection processes that took place during the 2023-2024 academic year. Each attracted hundreds of young applicants aged between 11 and 14, living in São Paulo or its surrounding areas. Candidates demonstrated strong academic performance, good proficiency in English, and a household income incompatible with the costs of a St. Paul's education.



2023-2024 SELECTION PROCESS

from January 2023 to June 2024



INSTITUTIONS AND PROJECTS WHICH THE CANDIDATES CAME FROM

- 4YOU2
- ASSOCIAÇÃO FAZENDO A DIFERENÇA
- CCPV - CENTRO CAPACITAÇÃO PARA VIDAS
- CEAP
- CEDRO DO LÍBANO
- CULTURA INGLESA
- DA PERIFERIA PARA O MUNDO
- INSTITUTO BACCARELLI
- INSTITUTO BRAZOLIN
- INSTITUTO SUPERAÇÃO - FORMAÇÃO PELO ESPORTE
- ISMART
- LIGA SOLIDÁRIA
- PROJETO BRASILEIRINHOS DE GINÁSTICA
- PROJETO GURI
- UNIÃO DOS ESCOTEIROS DO BRASIL

The 2023-2024 Selection Process began with a record 185 applicants who saw the Scholarship Programme as a transformative opportunity to change their lives and their families' futures through education. Candidates came from various cities in São Paulo state, many supported by mentoring and youth development institutions. The Foundation's engagement with Diretorias de Ensino helped expand its reach.

After an initial screening, 90 students were invited to St. Paul's for cognitive and English tests. The top 36 candidates advanced to individual interviews with school leaders, and 32 were invited to participate in the Preparation Course.

THE PREPARATION COURSE: IMMERSION AND LEARNING

Lasting up to two terms, this is the most anticipated stage for candidates and the one that most engages the Foundation and St. Paul's School teams. The Preparation Course provides a dual opportunity: candidates experience an English immersion and a taste of school life while the school and foundation gain deeper insights into each student's profile, motivations, and interests.

The Prep Course, as this phase is also known, is structured as follows: in the first term (August to December), the focus is on providing English language immersion. Students attend weekly English classes at St. Paul's with volunteer teachers and participate in lessons with our partners at Cultura Inglesa, with costs covered by the Foundation. In December, we evaluate the candidates' performance and motivation; in the 2023-2024 edition, following this assessment, 28 students progressed to the second term.

From January to June, the second term of the course, the volunteer teachers take

an even more active role as the immersive experience takes on a different format. Approximately 40 teachers are involved in this process. The candidates have sessions three times a week at St. Paul's covering various subjects, delivered in English – Science, History, Physical Education, Maths, Global Perspectives, and more. The aim is to provide a thorough insight into what it is like to attend classes and follow the routines of a St. Paul's pupil.

A new feature of this year's course was the inclusion of "British Language, Culture, and Current Affairs" lessons. In this exclusive programme, students had weekly sessions on various aspects of the history and contemporary reality of the United Kingdom, while deepening their engagement with the English language.

Throughout this preparation year, two additional assessments are conducted. The first involves a home visit by a social worker to gain a deeper understanding of the can-

Candidates from the 2023-2024 Selection Process attend a Physics class during the preparation course



The 28 candidates, aged 11 to 14, during a session of the second term of the 2023-2024 preparation course

didate's family environment and context, as well as to verify income conditions, supported by the submission of updated income documentation. Simultaneously, the foundation carries out a comprehensive psychological evaluation of the candidate, conducted by external psychologists and members of the St. Paul's Social and Emotional Learning team. This year, the selection process introduced a new approach by spreading this evaluation across both terms, rather than concentrating it solely in the final term, which allowed for a more detailed understanding of each student.

At the end of the Preparation Course, all data is compiled and analysed alongside feedback from teachers, enabling us to build a profile that encompasses various aspects

of the student and their family. Of the 28 candidates, 15 were selected to receive a scholarship offer. The students were invited to join the Senior School, in the following year groups: two in Form 1, three in Form 2, four in Form 3, and six in Form 4.

The new scholars then took part in Induction Days, a programme designed for the scholars and their parents, aimed at providing the most relevant information for their entry and adaptation to St. Paul's. The sessions included guidance on school policies and curriculum, daily life at the school, and introductions to members of the academic staff.

With the addition of the 2024 scholars, the St. Paul's Foundation has reached a total of 40 students enrolled in the Senior School, spanning from Form 1 to Upper 6th.

BENEFITS OF THE SELECTION PROCESS

Students and parents share how the Preparation Course and the selection process as a whole have already made a positive impact on their lives



“As parents, it was incredibly exciting to witness the breaking of paradigms and see Maria go through transitions: from the fear of attending the first day, to the admiration of discovering every space and teacher, and classes that sparked hours of conversations at home, to finally feeling a sense of belonging as if each space was a part of her too.”

MARÍLIA,
mother of Maria Rosa

“These 18 months were the most transformative of my life. The selection process prepared me so thoroughly that it feels like I’ve been studying at St. Paul’s for years, and this extends to my family too. By interacting with other scholars, I discovered what the world of opportunities provided by the foundation truly means.”

LORENA,
scholar



“It was a life-changing experience for me! The selection process showed me how to enhance my potential and face challenges.”

LORENZO,
scholar

“He was used to navigating familiar territory, but this experience greatly broadened his horizons. Another significant aspect was getting to know himself better; there were many instances where he reflected on activities that made him think about who he is.”

ALESSANDRA,
mother of Caetano

“Taking part in the selection process gave me the chance to realise I was capable of so much more.”

LARA,
scholar

“The tremendous support provided by the foundation was invaluable throughout every stage of the process, always understanding and compassionate. Without a doubt, this incredible experience has been fundamental to my personal development and has also contributed — and continues to contribute — positively to my family’s life.”

VALENTINA,
scholar

“Aurora gained new perspectives that made her mature and aspire not only to become a scholar but also a global citizen. Her sense of organisation and responsibility towards the lessons and values instilled by the foundation were truly inspiring for us. Aurora had never before shown such a strong desire to achieve new things and grow.”

DANIEL,
father of Aurora

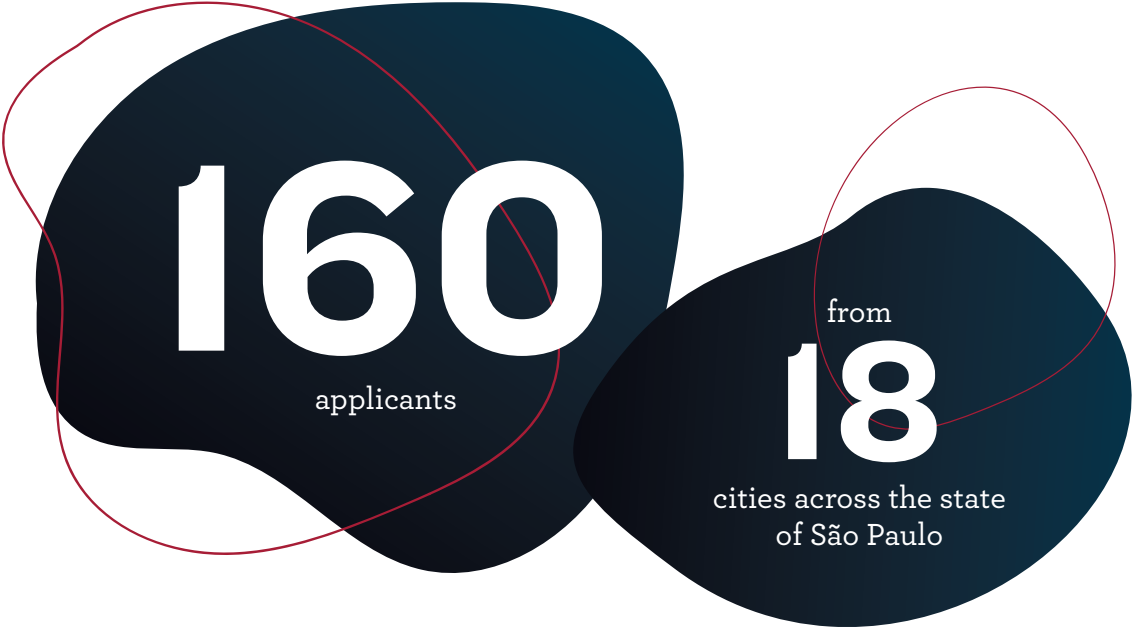


The 15 pupils and their parents meet with St. Paul’s School Headmaster, Mr. Titus Edge, to celebrate being awarded full scholarships in 2024



2024-2025 SELECTION PROCESS

from January 2024 to June 2025



11 PROJECTS AND ORGANISATIONS SUPPORTING CHILDREN AND ADOLESCENTS

- ❑ NADA É IMPOSSÍVEL
- ❑ INSTITUTO TIAGO CAMILO
- ❑ CULTURA INGLESA PARAISÓPOLIS
- ❑ DA PERIFERIA PARA A O MUNDO
- ❑ ISMART
- ❑ CIDADÃO PRÓ-MUNDO
- ❑ ASSOCIAÇÃO CEDRO DO LÍBANO
- ❑ FUNDAÇÃO JULITA
- ❑ FÁBRICA DE CULTURA
- ❑ MASSIFICAÇÃO REDE TÊNIS BRASIL
- ❑ INSTITUTO SUPERAÇÃO

The selection process for the August 2025 entry began in the first quarter of 2024, with 160 students applying. The foundation reviewed each application, including documents, videos, and essays submitted. In April, 86 candidates were invited to take cognitive and English proficiency tests.

Individual interviews were conducted with 41 of these candidates. In addition to meeting members of the leadership team,

this year, students also had discussions with psychologists from St. Paul's School's Social and Emotional Learning team.

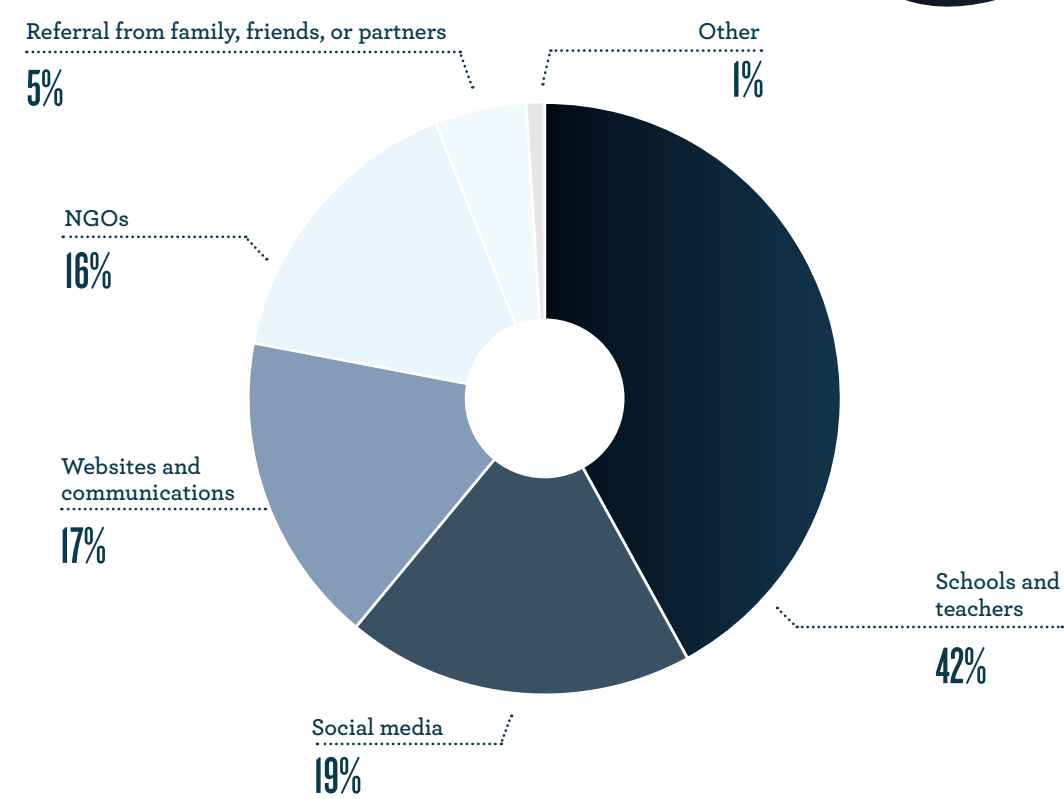
After analysing the interviews and verifying income documentation, 27 students advanced to the 2024-2025 Preparatory Course. Below, learn more about the profile of candidates who applied for the 2024-2025 Selection Process for the St. Paul's Foundation Scholarship Programme.

CANDIDATES' STATISTICS

NUMBER OF CANDIDATES



HOW DO THEY KNOW ABOUT THE SELECTION PROCESS?



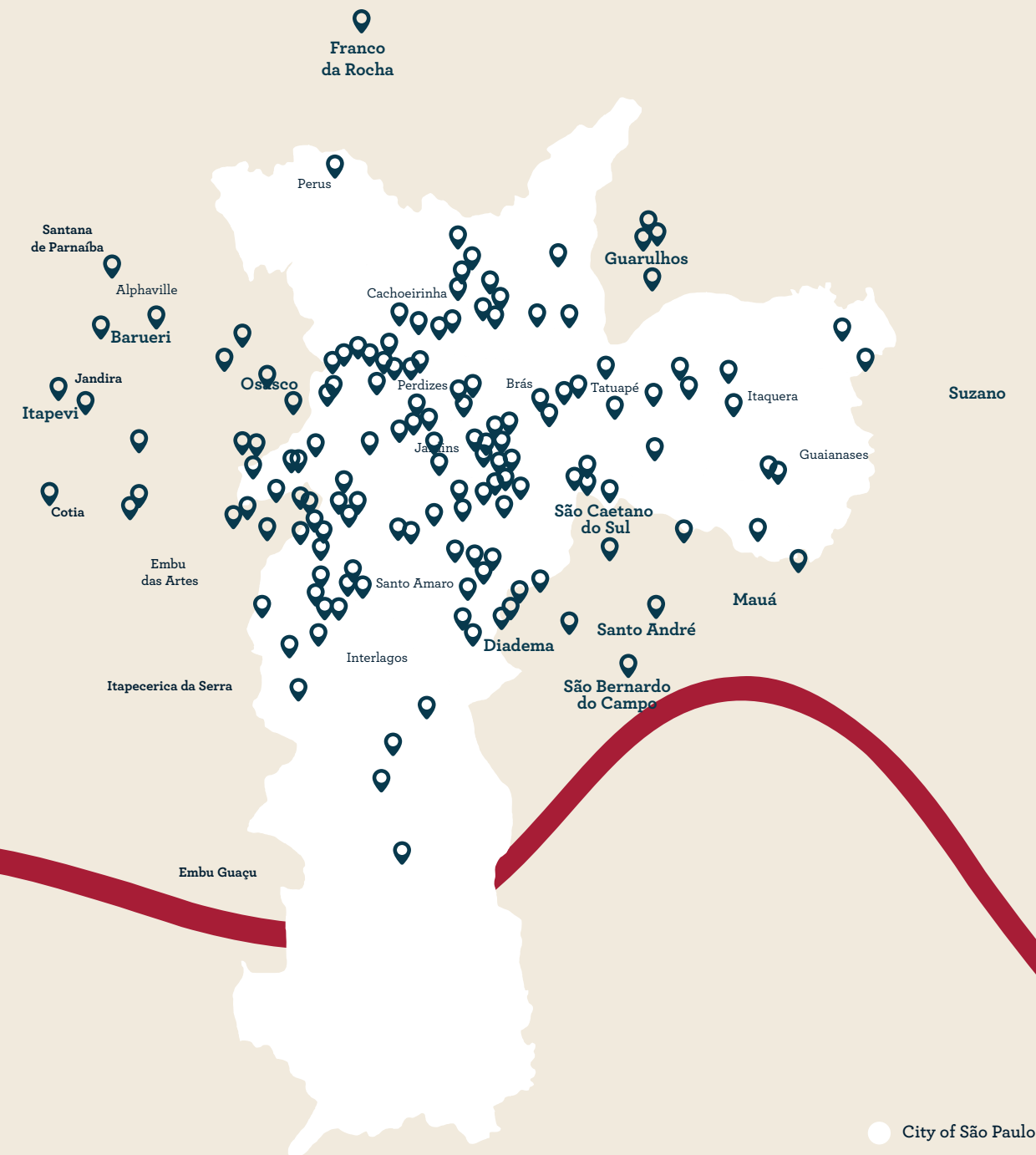
Percentage of candidates scoring above average in at least one test:

39%

Average per capita income of candidates (2023-2024):

R\$ 3.253,11

WHERE 2024-2025 CANDIDATES COME FROM



THE SCHOLARS

“I saw the opportunity to become a House Captain as the perfect chance to connect more with the student body, make new friends, and share my vision and team spirit.”

ANALÚ, Form 5
*Joined St. Paul's as a scholar in 2022.
Elected Windsor House Captain*



OUR SCHOLARS

With each passing year, new stories to tell. Scholars from the St. Paul's Foundation, across various school years, share a glimpse of their experiences during the 2023-2024 academic year – from academic growth to new skills and self-discovery. Read the testimonials of some of our pupils.

JOÃO GABRIEL MACHADO 18 YEARS OLD, UPPER 6TH

“I discovered a love for teaching that I never thought I would have, and I was able to extend Maths beyond the academic realm, incorporating it into my personal life as well.”

Entering Sixth Form was something I had dreamed of since I applied to the foundation's selection process: having the IB (International Baccalaureate) on my academic record sounded like a world of opportunities opening up for me. I am truly grateful for the opportunities that the school and the foundation have given me.

This academic year, for the first time, I had a lot of freedom to choose subjects I am most capable and interested in – such as Maths, Physics, and Computer Science – to deepen my knowledge in the final years of school. Additionally, I received extensive support from the school during the application process for universities abroad, something I had always dreamt of but knew little about.



My interest in Maths has become an increasingly important part of my life, and much of this is due to the school's culture of engaging as much as possible with activities beyond the school curriculum. This not only motivated me to participate in several competitions, but also to create and lead an enrichment programme for maths competition training. I sought help from colleagues to develop projects outside of school and, as a result, I became a volunteer Maths tutor in Paraisópolis and developed a website with free summaries of each IB subject with the help of a friend. Through St. Paul's, I had the chance to be involved in a Maths research programme, something I intend to pursue as a career. I discovered a love for teaching that I never thought I would have, and I was able to extend Maths beyond the academic realm,

incorporating it into my personal life as well.

My journey up until now has been one full of discoveries. Even after being at the school for more than three years, every day I learn something new, new challenges arise – and I’ve never felt unsupported at any stage of my time at St. Paul’s. From the selection process to Upper Sixth, I have experienced both social and academic moments I never imagined experiencing.

The experiences I’ve had at the school, thanks to the foundation, have shaped me as an individual, helping me discover passions and interests I didn’t even know I had. Interacting with people from backgrounds different from mine has enriched me as a person and helped me form friendships in a completely new environment. Experiences such as teaching and volunteering would certainly never have come my way without St. Paul’s, but now they are part of my life, and I never want to let them go.

The experience of the Summer Course in Maths at Oxford provided me with some of the best memories of my life. In two weeks, I made friends from various countries and expanded my view of the world. Visiting

another country was incredibly rewarding, providing cultural and social perspectives beyond what I know in Brazil. Having lessons with a highly qualified and experienced Maths research professor not only provided me with a great deal of technical knowledge about what will be taught at university, but also gave me a strong understanding of the career path in this field and how to apply to universities in the UK.

In addition to achieving academic success and fulfilling my dream of enrolling in a top university abroad, I want to make the most of every day I have left at St. Paul’s, so that I will fondly remember my final term of Sixth Form. In the future, I want to continue studying Maths and pursue a career in research. I’ve always dreamed of graduating abroad, something that seems increasingly real with all the support from the school and the foundation. I also hope to continue developing the passions I’ve discovered over the past few years, such as volunteering and teaching.



João Gabriel teaching Maths to children in Paraisópolis

FERNANDO NUNES

17 YEARS OLD, LOWER 6TH

“I feel like I can truly make my dream come true – to be part of something big, to be someone important in history.”

I imagine that my previous self, before the selection process, would hardly recognise me today, whether because of the time that has passed (almost four years since it all started) or because of how much the foundation has helped and continues to help me on this journey, with all the support network it provides to us, the scholars.

In the 2023-2024 academic year, I went through the final stages and major exams of the IGCSE diploma. I had never encountered such important exams with such vast content, which made me very anxious. But, just like during the selection process, overcoming fear is the first step towards doing well, and I managed to get through all the exams.

Over the last two years, I’ve become more and more involved in the school community through extracurricular and Enrichment

activities. I joined the school orchestra – initially as a guitarist, but now as a violist. I also managed to connect better with both the school community and my friends in the foundation, as I have been part of the social project Humanize created by Gregório, now an ex-scholar and one of the leaders of the project, as well as taking part in other school projects teaching Programming and English. Additionally, I actively participated in academic olympiads and had the honour of being part of the first group of pupils from St. Paul’s selected for the final stage of the Brazilian Olympiad in Informatics, representing the school nationally.

All these opportunities seemed so distant before, both for me and for my family, without the foundation. I never imagined being part



Fernando leads a student meeting for the Humanize social project

of an orchestra, so many social projects, or such an enriching community, but I always wanted to be part of something important. When I first discovered the Scholarship Programme with my parents, we were initially surprised: everything seemed so perfect, studying at a British school with the support of the foundation... to be honest, it was the best choice. My parents and I were familiar with the world of opportunities that studying abroad offers, as we went through the process with my older sister, but even then, it felt so distant and impossible for me. Now, it feels so close, so tangible, almost inevitable, as it was made especially for me.

The foundation has opened up a whole new world of opportunities to me; today, I can dream of a university abroad, and it won't just remain a fantasy, as it once did. Having met so many people with dreams and ambitions as big as mine, I feel like I can truly make my dream come true – to be part of something big, to be someone important in history. At the moment, my main focus is on the IB, which has been proving to be increasingly challenging. My goal for the next two years is to give my best and show everyone that nothing is truly impossible if you put in the effort, because the impossible is just a matter of opinion.

JÚLIA SANTANA

18 YEARS OLD, LOWER 6TH

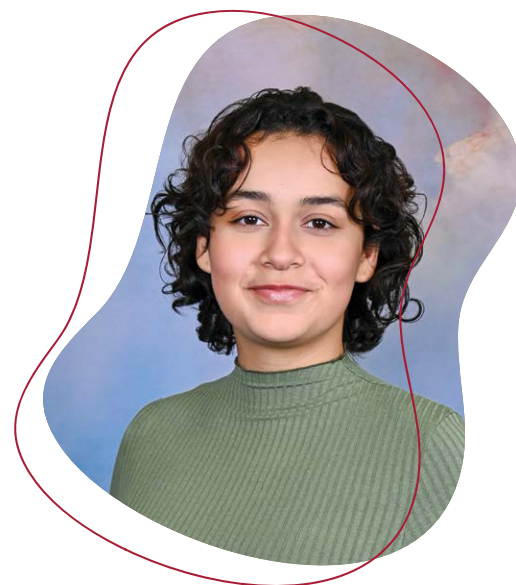
“Since I started at St. Paul’s, my outlook on the future has changed a lot. Today, I see that there are many professional paths and opportunities I can follow, and I’ve learned a great deal about personal growth.”

I completed the IGCSE course in the 2023-2024 academic year, and one of the biggest challenges was understanding my way of learning and studying – especially considering that I had never taken exams that covered such extensive content before. The experience helped me learn more about myself and discover methods that can help me learn.

I participated in several extracurricular activities, such as volleyball, the orchestra, the band for the annual Drama production, and the Duke of Edinburgh Award pro-

gramme (DofE). I really enjoyed being part of each of them. I feel that they helped me grow as a person and explore and better understand my interests.

My motivation to join St. Paul’s has always been the desire to study at a university abroad. Now, in my penultimate year, I realise that this goal is becoming more and more tangible. Studying abroad means not only being in touch with different cultures but also having access to opportunities that don’t exist in Brazil.



Julia during her Summer Course in Spain, held with the support of the foundation

Since I started at St. Paul’s, my outlook on the future has changed a lot. Today, I see that there are many professional paths and opportunities I can follow, and I’ve learned a great deal about personal growth. Studying at St. Paul’s through the Scholarship Programme is undoubtedly an unmatched experience, but it is also very challenging. Being in such a different academic and social environment was a new experience for me, and I had to learn to handle it all. That’s why I believe that the greatest lesson I’ve learned is that progress is not a straight line; in fact, to be a successful person, a lot of resilience is needed to keep fighting for the end goal.

One of my most memorable experiences was the Summer Course, which was my first

international trip. I studied Sports Business Management at the Universidad Europea in Madrid, and even though I didn’t know much about football, this experience helped me understand more about the business world and sparked my interest in this area.

For this new academic year, I intend to maintain a daily study routine while still engaging in my extracurricular activities. I’m really excited to lead the photography and interviews section of a sports journalism project that a colleague is starting. I still aim to study at a university abroad, and I am exploring my options.

This journey has been challenging, but also very rewarding, and I’m looking forward to seeing what the future holds for me.

CATARINA MURO 16 YEARS OLD, FORM 5

“Studying, learning, and working with the support of the foundation gives me and my family security, stability, hope, and certainty.”

My first year as a scholar at St. Paul’s was full of new experiences and discoveries. I thought I had seen it all in the Preparation Course [for the selection process], but every day the school introduced me to something new, whether academically or through extra-curricular activities.

In this first year, I participated in volleyball, the school play, the investment club, the Duke of Edinburgh Award, I did STEM as Enrichment, and joined the Asklepien Medical Society. In each of these extracurricular activities, I feel I learned something different about how the world behaves and how I can and should behave in it. One part that deserves a special mention is the Summer Course I took in July at Inteli, where I developed communication skills and had the opportunity to deal with real-world market problems, as well as learning how to present myself in an extremely professional way.



In my academic development, I not only learned the content of the subjects in the clubs, but in sport and DofE I mainly learned values such as cooperation, teamwork, responsibility, as well as reinforcing the importance of never giving up. This reflects in how I study and see difficulties in my life: being responsible for my own future. And this is closely tied to the values of the school.

I didn’t expect my life to take such a big turn in only two years. Since the beginning of the selection process, I have seen and continue to see positive changes in myself, and every day I strive to be better than the previous day. Even so, when I look back, I can’t believe all that I’ve been through to get here. Before the process, it didn’t seem possible that I could evolve as much as I have during this time.

Studying, learning, and working with the support of the foundation gives me and my family security, stability, hope, and certainty. The security that I will be able to continue chasing my dreams and goals.

Emotional stability to know that my dreams are possible. Hope for a better future. And the certainty, which I’ve always had inside me, now externalised, that I can achieve anything.

Catarina and colleagues on an expedition from the Duke of Edinburgh programme



This new year I am living now will be one of my most challenging moments academically. It’s the year of my official IGCSEs, and I will need to put my knowledge and abilities to the test. A large part of what the future holds for me depends on this year, so although I am a little anxious about it, I also see myself excited about the possibilities that will appear.

For the future, I dream of studying at a university abroad, and pursuing the career that will probably be the one I follow for the rest of my life – without ever losing the ability to be mesmerised and challenged every day, something valuable I’ve learned from the foundation. Challenges are what help us evolve and grow as individuals.

MANOELA XISTO 15 YEARS OLD, FORM 4

“With the opportunity the foundation gave me, I’m learning and doing things that weren’t part of my reality. This provides, both for me and my family, a broader view of the world, new horizons, connections, and learnings that we will carry with us for life.”

My first academic year as a scholar was both challenging and enriching at the same time. It was a time to learn to “give time to time,” to build friendships, to learn to organise myself academically, and to get into the school flow.

The Enrichment clubs and extracurricular activities were essential for my first year. They helped me connect with people from different year groups and get to know people beyond the classroom environment with their cultures and interests. This also helped me work in groups and engage more effectively in class.

I believe that since the selection process, I have been learning to overcome what I thought was my limit. I continue to understand my difficulties and abilities, but I don’t let them hold me back; I believe that situa-

tions where I feel out of my “comfort zone” are opportunities for me to grow and overcome my challenges.

I can see that with the opportunity the foundation gave me, I am learning and doing things that were not part of my reality. This provides both for me and my family a broader view of the world, new horizons, connections, and learnings that we will carry with us for life. Not only in the amazing classes I have every day, but I also have the opportunity to take part in extracurricular activities that are a lot of fun.

An incredible experience that is being provided to me is joining MLAB (Mentoring



and Language Acquisition In Brazil), a mentoring programme from Harvard University. In this course, I will have the opportunity to improve my English and learn more about universities, career planning, and so many other things that I believe will help me greatly — not only now but also in the long term!

I hope that this year I can continue seizing the opportunities that arise, striving to do everything excellently as I am, day by day, getting into the rhythm of school.

GUSTAVO JUSTINO 14 YEARS OLD, FORM 4

“This model of inclusive, participatory, and targeted education is a great new experience for us.”

This first year as a scholar was very challenging and provided great personal and academic growth. I made new friends and had access to environments and experiences that I believe I wouldn't have outside of St. Paul's.

I had the opportunity to play football, attend Chess and Music classes, and learn a lot about drums, my favourite musical instrument. I played the cajón, a Peruvian percussion instrument, at King Charles III's birthday ceremony and also on International Day. I even participated in the Battle of the Bands and will be taking part again this year. We also had a preparation trip for Duke of Edinburgh's Award expedition, where we camped in Itatiaia, hiked, and learned about this important part of the curriculum. It was my first camping experience.

One of my biggest long-term dreams is to study neuropsychopedagogy so that I can help children build character and make sure that, in the future, they can transform the world into a better place. I want to teach them to fight for what is right, for their rights.



The school and the foundation have offered all the necessary support for scholars to integrate and participate equally in all activities, assisting with materials, courses, and regular psychological support. The community around the school has been very welcoming and supportive, making the experience much more enjoyable. Coming from a public school, all these details made a big difference in my adaptation and made my development and the achievement of great

results in a short time possible. A clear example of this is my relationship with the French language; I had never been exposed to it before St. Paul's, and now it is one of the subjects I have chosen for the IGCSE.

The Scholarship Programme helped to maximise my academic and intellectual potential, providing a new worldview and encouraging me to be more focused and organised. At home, we previously talked about my education at a good Brazilian university, and St. Paul's expanded our vision, including the possibility of studying abroad.

We noticed a very positive change in my attitude after joining St. Paul's, and this caught the attention of relatives and friends, encouraging them to learn English and prepare for scholarship opportunities. This model of inclusive, participatory, and targeted education is a great new experience for us.

I have experienced incomparable moments and feelings since applying for the Scholarship Programme, and I can particu-

larly highlight the day we received the news of my approval, with a lot of crying and celebration. The high point of the academic year was my award in Portuguese, in my first year at the school. Additionally, we were able to actively participate in International Day, a grand event with a very important social motivation, as well as a fun and cultural experience.

I hope to achieve even more as I feel much more adapted now. I'm very excited about this new IGCSE curriculum. I'm looking forward to the first phase of the Duke of Edinburgh's Award and very happy to participate in the Accelerated Maths Programme. I also have high expectations of winning a new prize. I hope to contribute more to the school and participate in a social project.

With all this support, I'm confident I will achieve my dreams: working with computers and living abroad, possibly in Europe. I also want to graduate abroad at a prestigious university.



Gustavo receives recognition for his dedication and academic performance during Prize Giving

BENÍCIO MENEZES

13 YEARS OLD, FORM 2

“The foundation completely changed my life. I believe I’m much more open now, as I was always a very quiet person. I’m also more open to trying new experiences.”



My first year at school was filled with various events and lessons. I met a lot of new people, learned a great deal in my subjects, and although it was difficult at first, I gradually adapted completely. In just this first year, I performed as part of the school orchestra, I was the top recipient of “Benes” (small prizes for good work) in my House for a month, I won awards in French and Music at the Prize Giving, and I’m now part of the school play.

It’s really impressive to me that I’ve achieved all of this in just one year, and to think that it all started in the Prep Course. I made many friends, gained a lot of knowledge over time, and discovered a new way of learning. I won’t deny it: the journey was challenging, but it was definitely worth it. The foundation completely changed my life. I believe I’m much more open now, as I was always a very quiet person. I’m also more open to trying new experiences, and I’m always trying to improve. Not to mention that just being at St. Paul’s is already a wonderful life change.

Of all the things I’ve listed, my favourite moments were the orchestra concert and when my Head of Year nominated me for a small picnic with one student from each year group – I was extremely happy. This year looks very promising, and I’m really excited to earn new merits, now more prepared and with greater knowledge of the school. Looking further ahead, I’m not sure exactly what I want to do in the future, but I’m certain it will be great, thanks to all the countless opportunities available at St. Paul’s.



Benício receives prize certificates at the Prize Giving from the Headmaster of the school, Mr. Titus Edge

LIVING, GROWING, AND INSPIRING

SCHOLARS THROUGH INSPIRING ACTIONS AT ST. PAUL’S SCHOOL

In addition to their unique life journeys and perspectives, the scholars of the St. Paul’s Foundation come to the school with profiles that stand out for their focus on opportunities, appreciation for challenges, and dedication. This combination provides the perfect environment for them to take on

various roles throughout their time at St. Paul’s, allowing them not only to learn but also to inspire their peers and the school community with the work they do. Here are some of the experiences from the 2023-2024 academic year, told by our scholars:



ANALÚ,
scholar in Form 5
Windsor House Captain

I saw the opportunity to be House Captain as the perfect chance to connect more with the student body, make new friends, and share my vision and team spirit not only with my closest peers but also with everyone who can be called *sharks*. My main goal in this role was to reignite the spark of collective spirit within Windsor House. In my opinion, the role of House Captain is not only important for adding an extracurricular activity to the CV but also helps develop self-control and overcome shyness, leadership skills, and the ability to have fun.



VICTOR,
scholar in Form 4
Tudor House Captain

I have many goals, and one of them was to represent my House with dedication and win the coveted House Cup. When I received the news that I would be the House Captain, I felt very honoured, determined, and ready to work as a team. It was an enriching experience for me. One of the challenges I faced was strengthening teamwork, and I can honestly say I was very proud of our House for working hard to achieve the victory of the House Cup 2023-2024 together. My advice is: don’t set limits for yourself, allow yourself to embrace every opportunity.



MARIANA,
scholar in Upper 6th
Science Prefect

When the application for Prefect was opened, I saw an opportunity to become more deeply involved with the school community and contribute to the academic development of my peers. Science offers a path to innovation and discovery, which motivated me even more to promote this curiosity among my peers. My main goal as Prefect has always been to create a collaborative environment where everyone feels motivated and supported to explore their interests. This role certainly carries vital responsibility within the school environment, where I strive to inspire the younger pupils to be their best versions. Since taking on this position, I feel I have grown both as a student and as a person, gaining confidence, learning more about other aspects of the school, and strengthening the bonds within our community.



CLAUDIA,
scholar in Upper 6th
Wellbeing Prefect

I wanted to engage with the community more directly – and not only that: I wanted to contribute to the community with my abilities. I applied for the position of Prefect because this way I could help students and teachers by doing something that is extremely relevant to me. During my term, I had the opportunity to provide the school with an exclusive week dedicated to student wellbeing, during which I conducted assemblies for both the Junior School and the Senior School. Activities were made available that included moments of socialisation and relaxation. Additionally, a survey was conducted with all Senior School pupils so that their concerns could be recognised and assessed.



ENZO,
scholar in Upper 6th
Physics Workshop
Instructor at St. Paul's
and Programming
Instructor at an NGO

As someone whose life journey was transformed through education, I strive to engage in projects that help other young people reach their full potential. During L6, I had the privilege of working as a Physics teaching assistant, providing IGCSE mentoring to students in F4 and F5. This experience allowed me not only to impact the academic journey of different students but also to discover my vocation for teaching – a profession I intend to pursue in the future. Outside of school, I am the president of "Juntos na Tecnologia," an NGO founded by St. Paul's School pupils that provides mentoring in Java and Python to young people from the Paraisópolis community in São Paulo, with the aim of integrating them into the IT job market.



GIORDANO,
scholar in Lower 6th
Python Instructor at
Code Kids Project

I decided to start teaching Python because I am interested in logic. I was learning Python at school, so I saw in the Code Kids project something that not only adds to the lives of my students but also to mine, as I learn a lot through teaching. Having received so much support from my family and from the St. Paul's Foundation, teaching these classes feels like a duty to me – it's a way to give back to society what has been given to me. The transformation is visible in the students. Similarly, I see inspiration in my actions as I am inspired by my teachers to give these lessons. I believe the importance of offering this help is that, through it, each student's academic journey is enriched, opening new possibilities for them. This position is inspiring for other students, perhaps because it shows that it is possible to make a positive impact in your local community by doing something you enjoy.

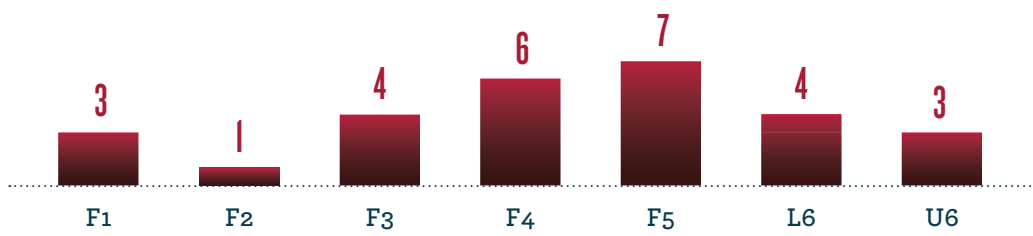
ACADEMIC PERFORMANCE

“Do not set limits for yourself; allow yourself to embrace every opportunity.”

VITOR, Form 4
Joined St. Paul's in 2022,
elected Tudor House
Captain, and participated
in various activities



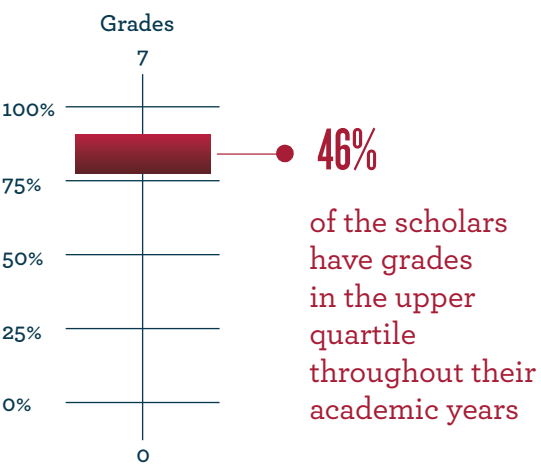
DISTRIBUTION OF SCHOLARS BY YEAR



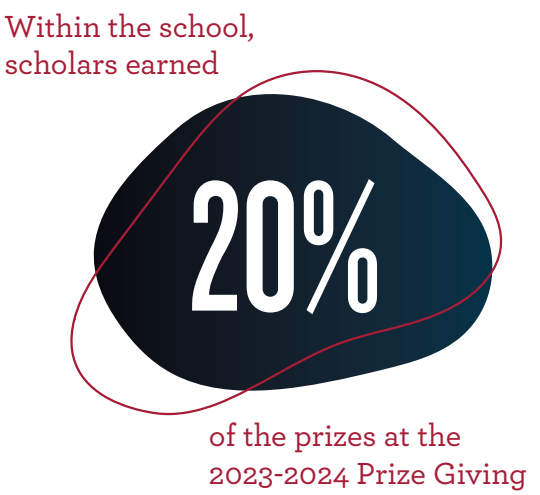
AVERAGE SCHOLARS' GRADES



SCHOLARS' ACADEMIC PERFORMANCE

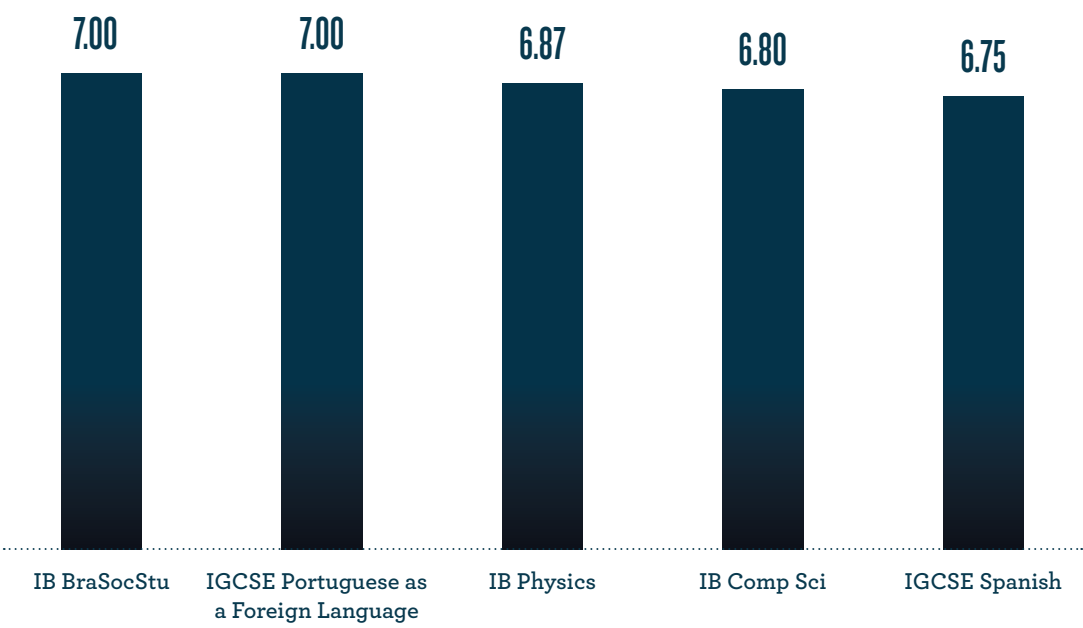


PRIZES WON BY OUR SCHOLARS IN 2023-2024



Scholars pose with certificates after the Prize Giving ceremony in 2024

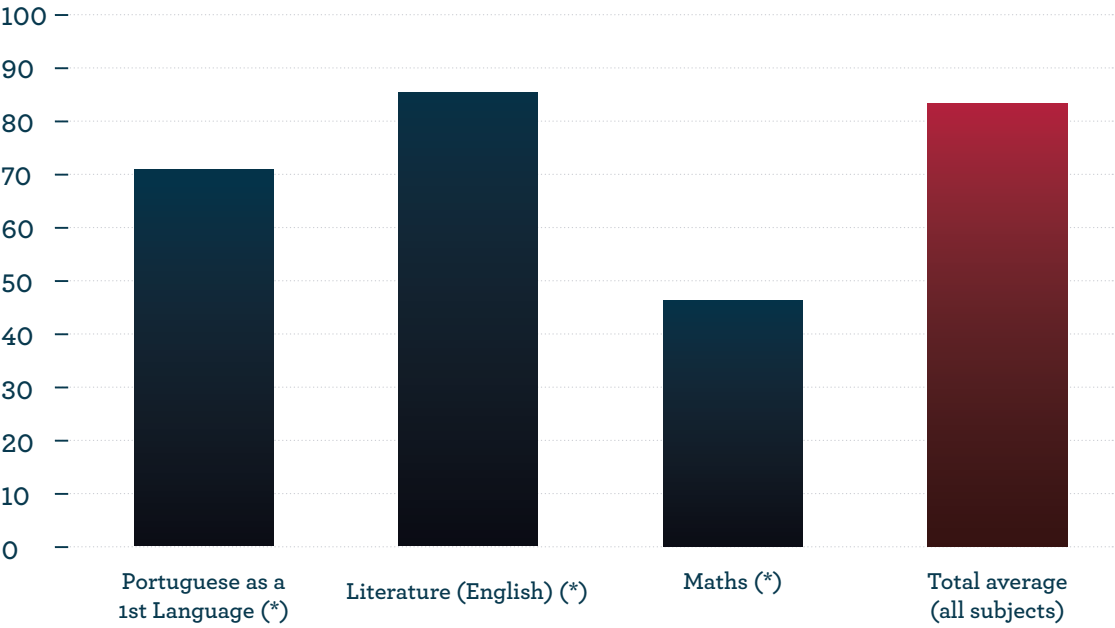
OUR SCHOLARS' BEST SUBJECTS



In the IB, our scholars achieved an average **35.5 POINTS**
In comparison, the worldwide average was 30.3 points.

SCHOLARS' PERFORMANCE IN IGCSE

Our scholars' percentage of A*/A grades in the IGCSE in June 2024
(*) Subjects taken by all scholars who completed the IGCSE in 2024



MOST POPULAR EXTRACURRICULAR ACTIVITIES AND CLUBS FOR OUR SCHOLARS IN 2023-2024



MUN CONFERENCES
(MODEL UNITED NATIONS)
[Bahia, Rio de Janeiro, São Paulo and The Netherlands]



“From the moment I joined, I realised I had a true passion for international relations, debate, and global politics. I feel that MUN has truly helped boost my confidence, particularly in public speaking. My personal growth is measurable by how much more confident and skilled I’ve become during committees, and I can’t wait to pursue this field of study at university.”

SUMMER ITABORAÍ
MUN



THEATRE

[annual school play -
acting and production]

"Participating in the school play was a truly unforgettable experience. Working with an amazing and welcoming group of people was incredible. In the end, I discovered an activity I absolutely loved, and I'm proud of stepping out of my comfort zone and experiencing something so special."

JULIA PASSOS
school theatre production



DUKE OF EDINBURGH AWARD

[bronze, silver, gold]



"During the DofE programme, you can exercise and develop various skills such as teamwork, respect for the environment, and independence. I believe one of the most significant qualities I developed was resilience. During the expedition, there were many moments when I felt like giving up, but with the support of my teammates, I found the motivation to keep going. I also learned to understand my own body better. While walking, I had to constantly pay attention to my breathing, hydration, and nutrition — things we often overlook in everyday life. The experience of participating in the Duke of Edinburgh's Award is truly unique."

JULIA SANTANA
DofE



MUSIC LESSONS

[piano, singing, guitar]

"For me, one memorable Enrichment activity I've done and continue to enjoy is the school orchestra. It's something I love because I get to play the piano, which I adore, and learn music alongside a variety of students, from Form 2 to Lower 6th, with whom I get along really well."

BENICIO
piano

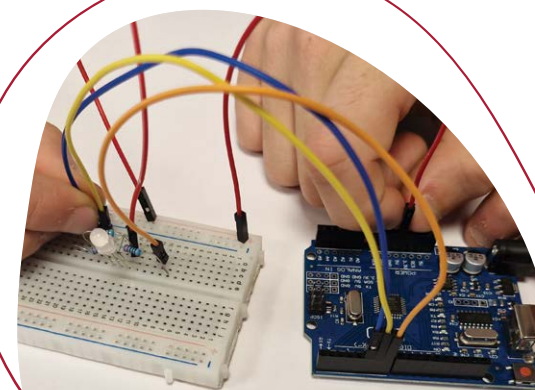


CLUBS

[science, technology,
engineering, and mathematics]

"I participated in the robotics club for about a year. This hands-on experience changed my perspective on what computers are and how they are built from simple principles. It also helped strengthen my passion for technology."

GIORDANO
PIWOWARCZYK ARAÚJO
robotics club



OPPORTUNITIES FOR THE FUTURE

“As someone whose life has been transformed by education, I strive to engage in projects that help other young people reach their full potential.”

ENZO VISINTIN, Upper 6th
Joined as a scholar in 2022. Member of the basketball team, the NGO Mãos na Massa, and teaches Physics and Programming to younger pupils



The Scholarship Programme and the journey at St. Paul's School are pivotal steps in a life-long path of transformation for our scholars. Here, they begin turning their life and career aspirations into reality through the opportunities provided and the doors opened during their scholarship years. Pupils develop tools and skills that prepare them to navigate the world awaiting them beyond school, both locally and internationally.

EXPLORING NEW HORIZONS: SUMMER COURSES

During their time at St. Paul's, our scholars have the chance to participate in Summer Courses held in the Northern Hemisphere. Over two to three weeks, they immerse themselves in academic and multicultural experiences designed to meet their individual aspirations and needs, offering them a glimpse of university life abroad.

In 2024, foundation pupils explored destinations in the United States and Europe, attending Summer Courses with full or partial scholarships at institutions such as Universidad Europea de Madrid, Oxford, Harvard, and Yale. These experiences not only broaden horizons but also reinforce families' confidence in the decision to send their children abroad for further studies.

The St. Paul's Foundation has also established a partnership with the David Rockefeller Center for Latin American Studies (DRCLAS) at Harvard University's Brazil office. Two scholars participated in the **Mentoring and Language Acquisition in Brazil (MLAB)** programme, a mentorship initiative for high-achieving, low-income students. In another pioneering initiative, made possible through the generosity of one of our donors, a foundation scholar joined **InteliCamp**, an entrepreneurship immersion programme at Universidade Inteli.

UNIVERSITY GUIDANCE

Preparation for Higher Education extends beyond academic development. We work closely with the school's University Guidance team and other specialized partners to support our scholars through the complex university planning and application process. Our goal is to provide practical and strategic guidance, helping them maximize their chances of admission — often with access to full scholarships. This increases the likelihood of success even after the financial support provided during their school years ends.

With this robust premise, we ensure our scholars are ready to compete and excel in a global arena, transforming their potential into tangible achievements.

The St. Paul's Foundation empowers young talents to explore a world of opportunities, shaping bright and transformative futures.



Foundation scholars participate in a mentoring programme at Harvard University's Brazilian office



Foundation scholars who graduated in 2024 pose with representatives from the St. Paul's Foundation

A CHAPTER CLOSES: THE SCHOLARS IN ST. PAUL'S CLASS OF 2024

After a year and a half of the selection process and four years as Pauleans, 2024 marked the farewell of three St. Paul's Foundation scholars: Gregório, Elisa, and Antonio, who graduated and completed their school journey. They applied to the Scholarship Programme in 2019 and joined St. Paul's in August 2020 as Form 4 students. During this time, they navigated between the expected and the unexpected, the dreamed and the surprising; they learned a great deal about themselves, others, and the world. Now, they are equipped with all they have absorbed over nearly six years to embrace the next stage of their lives: university and their future careers. Learn more about their journey as scholars at St. Paul's School.



Gregório and his peers attend a conference as part of the MUN programme

GREGÓRIO

Gregório had always dreamed of studying abroad. Knowing the value of an international education as a stepping stone to his aspirations, he had St. Paul's School on his radar even before discovering the St. Paul's Foundation Scholarship Programme. When he learned about the programme, his determination became even stronger.

With an open mind, sharp insight, and excellent interpersonal skills, Gregório is now a scholar in the Global Gap Year Baret Scholars programme, gaining life-changing experiences alongside young people from around the world in various countries. Next, he will begin his university journey at the University of Toronto, pursuing a degree in International Relations on a full scholarship.

Here are four defining moments and initiatives from Gregório's journey as a Paulean and Foundation scholar, in his own words:

MUN (Model United Nations): the St. Paul's debate team that participates in UN simulations opened many academic and social doors for me. The programme allowed me to see different parts of the world with my own eyes (BRAMUN 2023 - Bahia; THIMUN 2023 - The Hague) and create lasting connections with people from various places while learning more about politics, history, and international relations."

Code Kids: a social project focused on teaching students at a state school in Vila Madalena about Python Programming and Maths. In 2022, I was actively involved and was later invited to co-lead the project. Being part of Code Kids was fascinating because it required me to learn in order to teach, constantly challenging me to improve myself every day, both for my own growth and to better support others."

IB (International Baccalaureate): having access to the IB and being intellectually and academically challenged by the programme made me question many concepts I had previously considered rigid. Moreover, the IB prepared me for adult life, exposing me to responsibilities I hadn't faced before. It introduced me to a range of topics, discussions, and concepts I never imagined encountering, which significantly contributed to my intellectual, academic, and personal growth."

Summer Course: my Summer Course at Earlscliffe in 2023 was an experience that taught me lessons I carry with me as I navigate the different stages of life, especially during this structured gap year. It was my first time being so far from home for so long, bringing the challenges of independence and the responsibility of being a foreigner living, even for just two weeks, in another country on my own. This experience was a period of intense growth and reflection.



Musical performance by Elisa alongside fellow scholar João Gabriel, as part of St. Paul's Arts Week

ELISA

A shy young woman with a passion for singing and music, a diligent student, and a strong affinity for Science and Maths — this was how Elisa introduced herself during the 2019-2020 Scholarship Selection Process. Always eager to embrace challenges, she aspired to achieve great things in her academic journey and future. During her time at St. Paul's, she experienced countless opportunities while shaping the next steps in her life towards adulthood and university.

Elisa concludes her Paulean journey with the conviction that the enriching experience of being a scholar at a British International School has shaped her character and future. Currently in Brazil, she is preparing to take the entrance exam for Chemical Engineering at the University of São Paulo (USP). Here are the highlights of her four years at St. Paul's School:

Battle of the Bands: this is a band competition that brings together young people of various ages. I participated in the 5th edition in 2022 with some friends from my year, and we managed to win the trophy! It required a lot of dedication and countless rehearsals to deliver our best in every performance. While focusing on my studies, I also got to explore my hobbies — singing and playing the piano. It was an incredibly rewarding experience!

Duke of Edinburgh Award: this international award programme educates students through community service, extracurricular skill-building, physical activity, and expeditions involving hiking and camping that encourage teamwork. I started the programme in 2021 and completed it in 2024, achieving all levels — Bronze, Silver, and Gold. For me, the expeditions were the most significant part of the process, teaching me persistence and patience as we undertook long walks in unfamiliar areas, navigating with a map. Looking back, it was a truly valuable and unique experience.

Summer Course: I took part in a Summer Course abroad, where students explore their field of interest while learning alongside peers from different countries. In July 2022, I had the chance to study Psychology and Neuroscience at UCLA in Los Angeles for two weeks. Not only did I deepen my knowledge in subjects I was passionate about, but I also made friends and experienced diverse cultures, including those of Japan, Switzerland, and China. This course was instrumental in shaping my university and career choices.

A MOTHER'S WORDS: ANTONIO'S JOURNEY

A student from a public school and supported by an NGO aiding children and adolescents from various São Paulo neighborhoods, Antonio stood out for his sharp mind, love of challenges, and passion for music and photography. When he learned about the Scholarship Programme, he saw it as an opportunity to broaden his horizons and didn't hesitate to apply.

Antonio approached the Selection Process with determination and resilience, and after earning his scholarship, he embraced many opportunities during his four years at St. Paul's School. His love for music remained steadfast — he won the Battle of the Bands alongside Elisa — and his interest in human connections sparked a desire to study Psychology. He is currently preparing to begin his studies in this field at a university in Brazil. His mother, Laneide, shares her perspective on watching her son embark on this transformative journey:



"Going through the Scholarship Programme taught us that simply having the opportunity is not enough; if you don't dedicate yourself and make the most of it, you risk losing your way. This entire experience has influenced and changed so many aspects of our family, especially how we face challenges and fight for the best outcomes. After this journey and all the experiences Antonio had at St. Paul's, if he ever feels uncertain about achieving something, he will remember that anything is possible and that he is capable of overcoming any obstacle.

The support we received from the foundation, the school, and the families was incredible, along with the guidance from St. Paul's counsellors and psychologists. I will never forget the care and kindness shown not only to Antonio but to our entire family. We are so grateful to everyone for their compassion — without you, none of this would have been possible."



SOCIAL INTEGRATION AND EVENTS

"I got to know the girls from my year (and others) better, while also developing my singing, acting and responsibility skills. The day of the performance was amazing, and some younger students still recognize me by the character I played, which makes me so happy!"

VALENTINA, Form 3
Joined in 2023. Passionate about the world of theatre and participated in Act Out, the acting enrichment programme



SCHOLAR INTEGRATION AND FAMILY SUPPORT EVENTS

Ensuring the integration of scholars and their families into the St. Paul's community is essential. To achieve this, we organize a range of initiatives throughout their journey. At the start of the academic year, a celebratory barbecue honors the pupils' achievements and progress. It also serves as an excellent opportunity to introduce new scholars and their families to those already in the programme. This event is vital for fostering a support network and sharing knowledge gained by those who are more experienced in the Scholarship Programme.

To further ease scholars' integration, we partnered with the PTA to establish the Buddy Family system. Each scholar and their family are paired with a family of a current St. Paul's pupil in the same school year. This initiative

helps facilitate the transition to the school, addresses specific needs, and introduces scholars and their families to the St. Paul's community, its traditions, events, and the unique environment it offers.

Additionally, understanding that language barriers can be a challenge for parents of scholars, buddy families provide assistance. Many parents are eager to learn, and the foundation offers volunteer-led English classes for those interested.

For scholars specifically, monthly wellbeing sessions are held with the Social and Emotional Learning team. These group meetings encourage scholars to share their academic and social experiences in a neutral and safe space, where any need for additional support can be identified and addressed.

Scholars and their families
at the St. Paul's Foundation
Integration Barbecue





Social and Emotional Learning
Meeting with Selection
Process Candidates

SOCIAL AND EMOTIONAL LEARNING

At St. Paul's, we adopt a holistic approach that promotes both academic and social-emotional skills in all our pupils – we see these pillars as inseparable.

For our scholars, we recognise the additional challenges they may face when joining a new and demanding environment. We understand that it is only by experiencing a true sense of belonging that these new students will be able to thrive in our school.

Mental health and wellbeing support is a core element of every student's educational journey at St Paul's. As part of the SEL (Social and Emotional Learning) team, we participate in the selection process, assisting with the challenging task of identifying the most suitable candidates. Following this, we work closely with pupils, families, and teachers to ensure a smooth transition for our scholars.

Our tailored approach includes personalised support plans that address both academic and social-emotional needs, helping each new scholar to build confidence and resilience. Regular check-ins, monthly well-

being sessions, mentoring, and access to mental health resources are all part of our strategy to foster wellbeing.

We believe in creating a nurturing environment where every pupil feels valued and understood. By promoting strong relationships and encouraging open communication, we empower our students to effectively navigate challenges and thrive in their educational journey.

It has been truly rewarding to witness our scholars building a sense of community during these wellbeing sessions. Open dialogue fosters trust and encourages them to share their experiences, creating a space where they can find mutual support. This peer connection not only helps them feel less isolated in their challenges but also strengthens their emotional resilience.

by DR. LAURA MACK
Head of Safeguarding and Wellbeing

CELEBRATING COMMUNITY, FOSTERING CONNECTIONS

As members of the St Paul's community, we take great pride in organising and participating in school events. We value the opportunity to engage in community gatherings, create meaningful experiences, and raise awareness about our Scholarship Programme. All of this contributes to building lasting connections while generating essential funds to sustain and expand our initiatives.



OLD PAULEANS QUIZ NIGHT: A NOSTALGIC REUNION

We were thrilled to host two editions of the Old Pauleans Quiz Night, welcoming alumni, parents of alumni, friends, and families for delightful evenings filled with camaraderie and fun. Each edition attracted over 100 participants and brought a lively atmosphere to the school dining hall – which, of course, we transformed to make it even more special. Dr Hallinan, our charismatic master of ceremonies, made the evenings truly memorable, encouraging everyone to reminisce about their time at St Paul's – so many wonderful memories were shared! The positive feedback we received suggests this event may become a tradition, and we couldn't be more delighted!



INTERNATIONAL DAY: A CELEBRATION OF FUN AND TEAMWORK

This year, we were proud to take on the organisation of the British Fête during International Day for the very first time. We hosted ten engaging activities that brought joy to our community while raising funds for our Scholarship Programme and other important initiatives. It was incredible to witness the support of over 70 volunteers from our scholarship families, all working together and having fun. The weekends leading up to the event were filled with excitement as we collaborated to prepare and maintain the games. The day was such a success that we ran out of the 2,000 prizes we had brought along! It was truly a special day for us, and we are immensely grateful to everyone in our community for their dedication and enthusiasm.

These events not only showcase the vibrant community we have at St Paul's but also reaffirm our unwavering commitment to our mission. Each gathering serves as a powerful reminder of the collective impact we can achieve, ensuring that our Scholarship Programme continues to thrive and empower more students on their educational journeys.

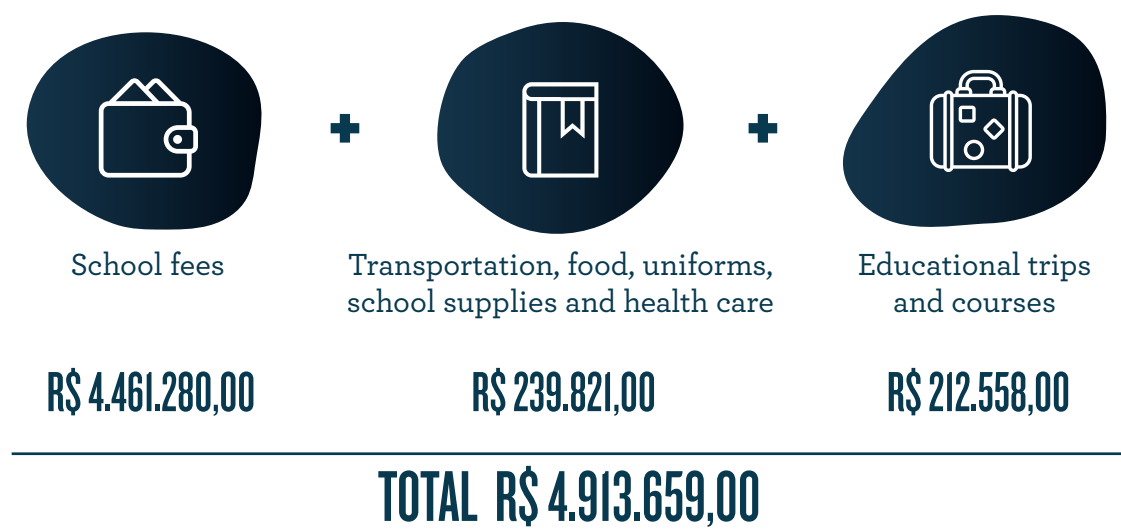
FINANCE

"As a Prefect, I saw an opportunity to become more deeply involved with the school community and contribute to the academic development of my peers. I strive to inspire younger pupils to be the best versions of themselves."

MARIANA, Upper 6th
Joined St Paul's as a scholar in 2021. Elected Science Prefect



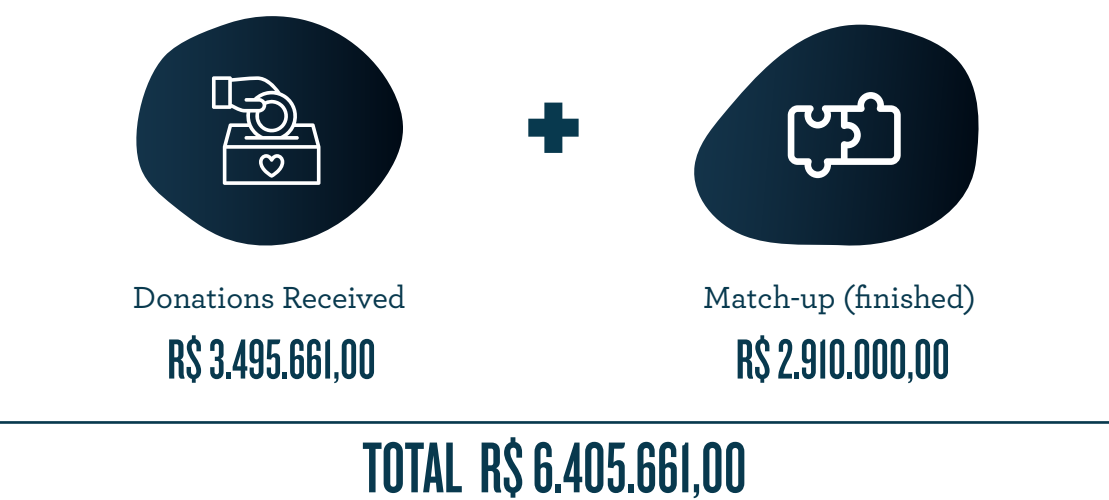
EDUCATIONAL EXPENSES FOR 28 SCHOLARS
July 2023 - June 2024



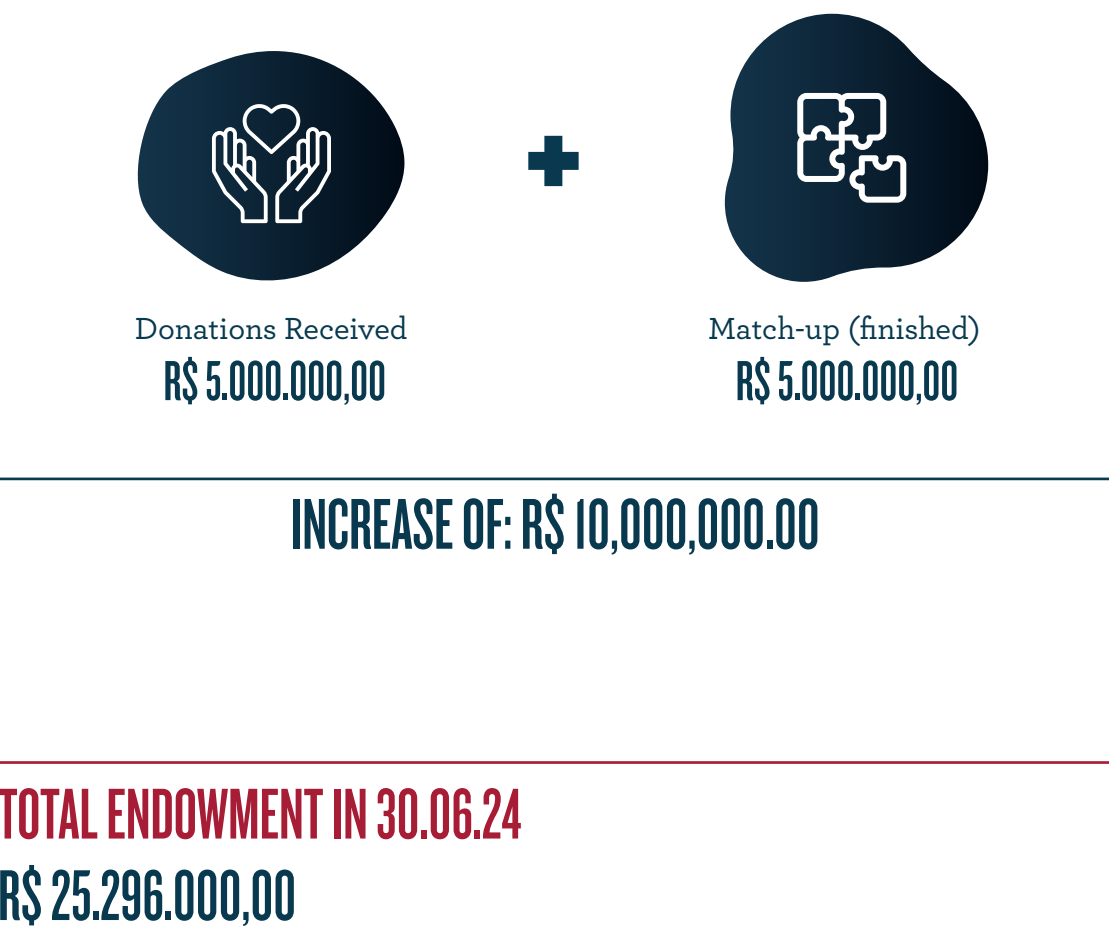
ADMINISTRATIVE AND OPERATIONAL EXPENSES
July 2023 - June 2024



INCOME
July 2023 - June 2024



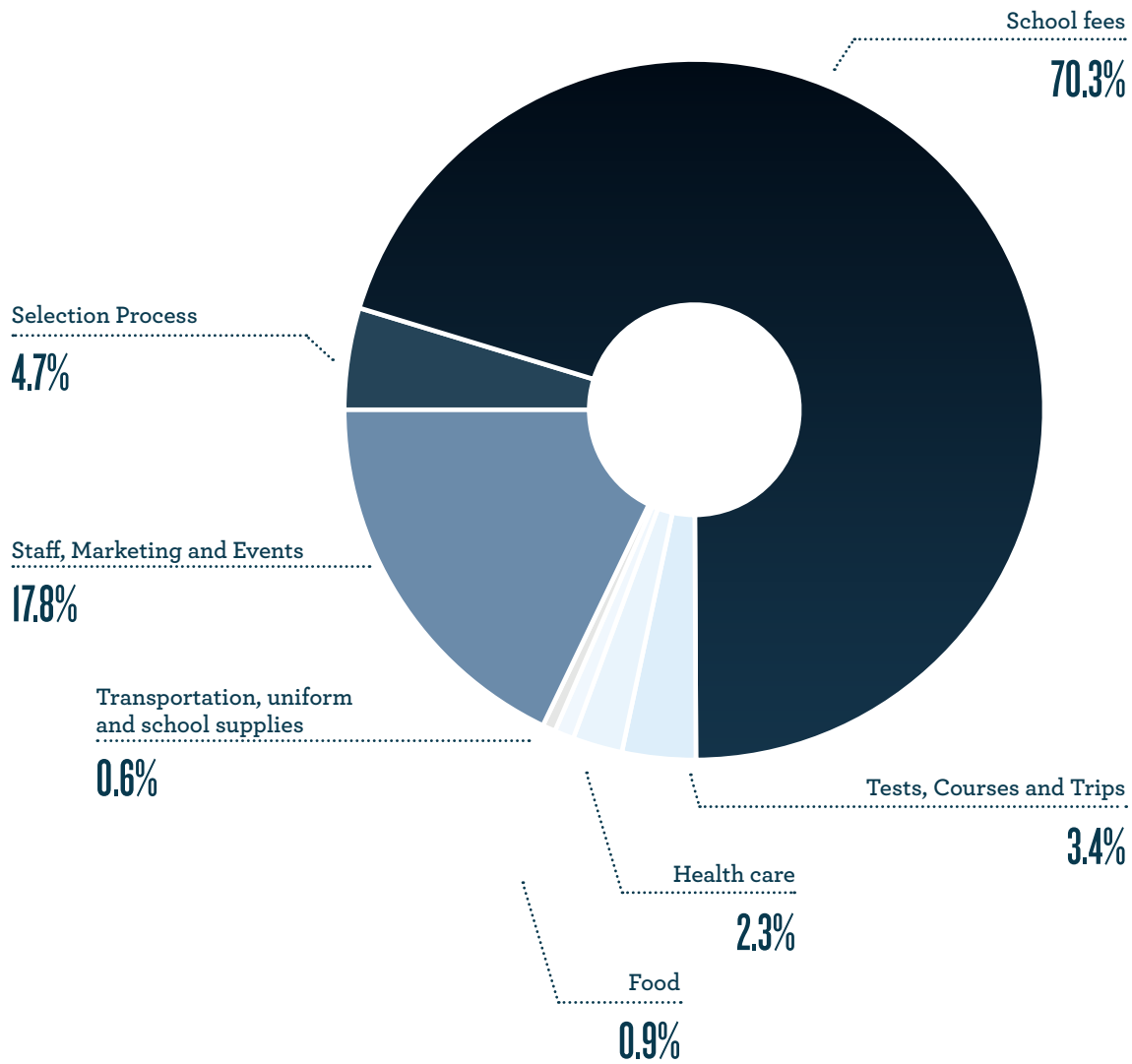
ENDOWMENT
July 2023 - June 2024



BREAKDOWN OF A SCHOLAR'S ANNUAL COST

R\$ 200.000,00

* 2024-2025 Projection for 40 scholars



COMMUNITY SUPPORT

“My first impression upon arriving was one of warmth. My classmates welcomed me with great kindness, and my teachers were always willing to help with whatever I needed. Every day here, I learn something new — not only about the classroom content, but also about life and the world around me. St. Paul’s is helping me grow not only academically, but also as a person.”

ISABELA FUCHS, Form 4
Joined St. Paul’s in 2023.
Was warmly welcomed by her peers in her year group



JOINING FORCES: OUR VOLUNTEERS

The St. Paul’s Foundation thrives through the collective effort of members from across the community and numerous supporters. From the selection process to fundraising events and outreach activities, dozens of teachers, staff, school parents, and Old Pauleans come together to make the Scholarship Programme transform more and more lives. We are grateful to each one who gives their time and skills to make our mission a reality.

Adriana Santiago, Alison Ashman, Amy Jordan, Ana Carolina Estefan, Ana Leticia Hecker, Ani Torres, Augusto Neto, Barry Hallinan, Bernardo Magalhães, Bianca Oliveira, Bruna Lúcio, Bruna Schwartzman, Bruno Lanfranchi, Camila Hartmann, Claudia Schulter, Crispin Rowe, Cristina Verona, Daniel Hall, Daniel Pereira, Daniela Stipp, Djalma Neto, Evandro Ivanov, Fabiana Faria, Fabio Hirano, Fabiola Glashan, Fernando Lobo, Flavia Alarcon, Guilherme Costa, Henry Manuel, Iara Rembado, Isabel Mussnich, Isabela Doherty, Ivan Dias, Ivana Lalovic, Jacqueline Souza, Jennifer Healey, João Bosco Feitosa, João Gabriel Machado, John Victor Dantas, Jonathan Tarrant, Julia Ferreira, Julia Prado, Kibuuka Mutyaba, Laura Mack, Lev Wasiak, Liam Smith, Lucas Neves, Lucas Vieira, Luccas Herndl, Luiza Lauzana, Magda Melo, Maria Fernanda Arede, Mariana Eguti, Mariana Marchi, Mark Grantham-Hill, Martina Oparaocha, Meire Goto, Murilo Collange, Natalia Leoni, Nik Radia, Peter Green, PTA, Raquel Paganelli, Renata Goldfarb, Ricardo Muaccad, Robert Best, Rodrigo Carvalho, Rodrigo Seidl, Roney Nascimento, Rosemary Lawrence, Rosie Twells, Rubia Gaissler, Sara Bueno, Sara Lawrence, Shellida Viegas, Simone Rebelo, Thiago Aquino, Tiffany Bavinton, Titus Edge, Valeria Berenguer, Vanessa Costa, Victoria Hughes, Victoria Moreira, Victoria Pacey, Vitoria Rodrigues, Zoe Sanger

OUR SUPPORTERS

Pupils, staff, teachers, parents, Old Pauleans, and volunteers... Thanks to the effort of these many hands, the Scholarship Programme is transforming the lives of many young people and their families through education, while also helping to enrich the community with new perspectives and life stories. Check out the testimonies of just a few of our supporters who play a key role in making the work of the St. Paul’s Foundation possible.



FABIANA FARIA
Treasurer of the PTA
and current parent

Education is the most powerful agent of inclusion, which I believe is the foundation of a more prosperous and less unequal society. The St. Paul’s Foundation inspires us to reflect on the transformative power of education to change lives, nurture futures, and foster values. As a school that provides opportunities for all its pupils, I feel deeply honoured to be part of this community. I am confident that every student who embraces these values, receives this education, and is recognised for their efforts will be able to reach their full potential and create an extraordinary life story.



**ALESSANDRA E
FLORIAN BARTUNEK**
Current parents

As both donors and parents, we have a deep appreciation for the work that the foundation does to support students through scholarships. We have witnessed firsthand the transformative power of education in our own children’s lives, and we know how essential financial support can be in helping students reach their full potential. Investing in education is one of the most meaningful ways to give back. Supporting the foundation has been incredibly rewarding. It is inspiring to see the opportunities created for students who may not otherwise have access to the education they deserve. These scholarships do more than alleviate financial burdens — they empower students to dream bigger, work harder, and achieve more. Seeing the scholars not only achieve their academic goals but also go on to contribute to our community reassures us that every contribution truly makes a difference. It’s a privilege to contribute to such a meaningful cause, knowing that together we are helping to shape the future for so many young people. We are excited to see what the future holds for these remarkable students.



**MARIA LUIZA
AND FABIO
LUTFALLA FAMILY**
Old Pauleans
Family

At the heart of our St. Paul’s community lies the Scholarship Programme — a beacon of hope that transforms the lives of students who might otherwise miss out on the opportunity of a top-quality education. As proud alumni and devoted parents, we understand firsthand how this initiative not only opens doors for scholars but also enriches our school community by fostering the core values of diversity, inclusion, and compassion. Every scholarship nurtures potential, enabling scholars to achieve greatness and inspiring future leaders who embody our core values of integrity, empathy, and service. By supporting the Scholarship Programme, we invest in education and strengthen our community, celebrating the spirit of St. Paul’s and the bright futures of all who call this home. We are thrilled and grateful to support such an amazing initiative!



ISABELA DOHERTY
Pupil and CAS Prefect

I chose to support the St. Paul's foundation because I believe deeply in its cause, which aligns with my passion for helping others. I first met the work of the foundation two years ago and was immediately drawn to contribute, having become involved in online marketing and volunteering at events. I gained a deep appreciation for the level of dedication and organization required to fundraise, all with the goal of providing as many students as possible with access to excellent education. Participating in this initiative has broadened my perspective, helping me realize the importance of fostering a diverse and socially inclusive environment within the school. The scholar enriches the St. Paul's community every day, bringing diverse viewpoints and inspiring new ideas within and beyond the classroom. This journey has been invaluable for me, and the lessons I've learned will continue to shape my outlook and value for years to come.



DR. LAURA MACK
Head of Safeguarding and Wellbeing

Our scholars play a vital role in enriching our community by sharing their diverse experiences and perspectives. This not only enhances our understanding of one another but also strengthens our commitment to diversity and inclusion. By fostering an environment where different backgrounds and viewpoints are valued, we encourage open-mindedness and respect among all members of our community. Our scholars' unique insights challenge us to reflect on our assumptions and biases, helping us to create a more inclusive atmosphere. The mental health benefits are profound; as our scholars feel accepted and respected, they are more likely to thrive emotionally and socially. Their contributions promote a culture of empathy and understanding, making our community stronger and more cohesive. By embracing our differences, we not only support individual well-being but also cultivate a richer, more vibrant environment for everyone at St Paul's.

Below is the list of donors who made regular donations, occasional donations, and/or contributed at our events between July 2023 and June 2024.

LEGACY CIRCLE

Scholarship Endowment

Karen and James Oliveira

Legacy

The Maria Luiza and Fabio Lutfalla Family

Platinum

The Bartunek Family, Elvio and Luciana Rocha, The Rigon Custódio Family, Vinland Capital, Anonymous x2

Gold

The Abrahao Family, Alexandre Birman, Bianca Corona and Eugenio Ermirio de Moraes, The Bobrow Family, Isabella Renwick Magano and Guilherme Luz, The Jezzi Family, The Maluf Vasconcellos Family, Marina and Marcos Maluf, Marina Dias Nahas and Guilherme Nahas, Marina Vicintin Lopes and Arthur Vicintin, The Martinez Goldberg Family, The Miglioli Family, The Pessoa Family, PTA (Parent Teacher Association) St. Paul's School, The Rinzler Mizne Family, Sanyuu Corretagem de Seguros, SODEXO Escolas e Universidades, The Sommer Family, Tatiana and Eric Fonseca, Thais and Antonio Pereira, Tracy Francis and Philip Reade, Anonymous x3

Silver

Adele Mansur, Adèle Sader Abdalla, Alan Landecker, Alessandra and Henrique Cury, Alessandra Glogowsky Hamoui, Alessandra Leite and Richard Boyes Ford, Alexander Ball, Alexandre Groszmann, Alexandre Sandreschi de Carvalho, Alice Navarro Castello Branco Hay, Alvaro Setubal Carramaschi, The Amaral and Nahas Families, Ana Beatriz Rodrigues Costa, Ana Carolina Corona Goldfarb, Andre de Biasi, André Ferreira, Andre Nahas Couri, Andréa Rivetti de Miranda, Andrea e Luiz Francisco Guerra, Andrea Maria Curi Abbud, Anna Beatriz Flecha de Lima da Cunha Pereira, Anna Karinna and Henrique Russowsky, Anthony Martins Calfat, Antonia Ferreira, Antonio Ferraz, Astrid Maria Macdonald Smith de Vasconcellos, The Barneschi Family, Bianca Soares Marques De Oliveira, The Bodra Family, The Brant de Carvalho Family, Bregitte Couri, Camila David Chang, Camillo Louvise, Candelaria Mas Pomahevic, Carla Ball, Carlos Eduardo Lopes Amato, Carol Goldfarb and Ricardo Goldfarb, Carolina Bicudo, The Carvalheira Family, Catarina Arena, The Cepera Family, Christian Galvao Davies, Clara Verdier, The Cochrane Family, Constantin C.C. Nikolaus Stephan Jancso, Cristina Junqueira, Cristina Verona, The Darahem Family, Deborah and André Pontual, Mr. Derek Barnes, The Doherty Family, The Domecq Abucham Family, Edmond Jreissati, Eduarda Salem Cunha Derani, Eduardo Bicudo, Elena Crescia, Elisa Vasone, Elize Ohara, Evandra and Antonio Mansur, Fabiana Costa Caporal Sonder, Fabiana Dias de Souza Faria, Fabiana Guardia, Fabio Garret, Fabio Melo, Felipe Lebl, Felipe Van Heemstede, Fernanda Abs Benedetti, Fernanda Kehdi Schahin, Fernando Arruda, Fernando Joao Fernandes Albino, Filipe Pais Monteiro, Flavia and José Berenguer, Flavia and Rodrigo Terpins, Florencia Azcune, Florent Alain Henri Dupui, Francis Brian Duke, Francisco José João Rocha Moura de Castro, The Frussa Family, Gabriela Giovanni Carlos Couri, Gabriela Perez Loos Martins, Gabriella Peixoto Rocha Monteiro, George Miya Watanabe, The Giannella Family, Giulio Musini, The Greenlees Family, Guilherme Salem Gattaz, Helena Cecilia Whitelock Garcia and Mario Sergio Pereira Gomes, Heloísa Figueiredo Ferraz and Felipe Tucunduva van Heemstede, Humberto Meirelles, Irina Kodin and Paulo Calligopoulos, Isabella Cury, Isabella da Cunha, Isabella Tereza Sallum Nahas Aidar, Isabella Zarzur Curiati, Ivan Carneiro, The Jannuzzi Family, Jasmine Noronha, Jean Pierre Guimaraes Moreau, João Mazzilli Suplicy, João Pedro Verissimo, Jordana Laffranchi Schietti, José Antonio Veiga Pereira, José Ricardo Afonso, Juliana and Eduardo Mufarej, Juliana and Luis Henrique Siqueira, Juliana Lutfalla Zarzur de Carvalho and Alexandre Sandreschi de Carvalho, The Junqueira Family, Karla Gabriela Montes de Oca Torres, Kathleen Marcus Weiss, Klaus Wuestefeld, Lana Cristina Delfino Romani, Laura Simões de Assis Mendes de Castro, The Leite Family, Lilian Chiba and Craig Bavinton, Lorenzo Di Pace, Lourenço Chohfi Neto, Lucas Yeghiaian, Luciana D'Angelo, Luciano Fialho De Pinho, Luisa Osborn Mahfuz, Malaika and Anand Hemnani, Marcio Marino, Marcio Paludo Mondin, Marco Jose Perlman, Marco Saverio Luigi Caputo, Maria Angela and

Hagop Guerekmezian, Maria Beatriz Telles, Maria Helena Bordon Meirelles, Maria Luisa and Pedro Espírito Santo, Maria Victoria Parolin da Cunha Duailibi, Mariana Marquetti Hemerich, Marina Valentini, Marina Haidar Chede Carton, Maristela Romano, Mark Simon Kornel Lebl, Martin Arntsen, Mateus Ferreira, Mauricio Jacob, Mauricio Martins, Michael Montgomery, Michael Vladimírski Farina, Mirella Sader Borges, Monize Neves and Ricardo Vasques, Nadia Bonduki, Natalie Zarzur Maluf, Natasha Torenheim Fonoff, Neil Montgomery, Nelson Sapsezian, Nicholas Ware, Olivia Navarro Castello Branco, Ornella Moraes, Paola Leuzzi Miglioli, Paula Abramovicz Erlich, Paula Whitaker Labuschagne, Paulo Nogueira Batista Senior, Pedro Americo Mendes de Castro, The Pereira Lopes Family, Poliana and Dimitri Moufarrege, Poliana and Rodrigo Storti, Rafael Gasparian Jardim, Rafaela Angelini Frankenthal, Rafaela Cury Facchini, Raquel MacDonald, Renata Arnhold Moura, Renata Goldfarb and Luiz Fernando Mussolini Neto, Renata Ortiz Jafet Doria, Mr. Richard Lawrence, Roberto Pereira Lima Jr., Roberto de Lara Campos Sheldon, Roberto Zannotto Duailibi, Roderick Renfreck, Rodolfo Arahna Barreto, Rodrigo Diniz, Rodrigo Sancovsky, Rodrigo Calfat Yazbek, Rodrigo Garcia Borges, Ryan Sanjay Noronha, Mr. Ronn Gabay, Sandra Christina Josiger, The Schwarz Family, Dra. Silvana Chedid Grieco, Simone Krauss Dutra, Sofia Salem Derani, The Souza Mansur Family, Stephanie Bonduki Salem, Stephanie Goldfinger Copenhagen, Stephen Duvignau, Suzy Robertson Forrest de Souza, Taku Inoue, Tatiana and George Kerr, Tatiana Maria Emberson, Tatiana Skaf, The Weaver Family, Thiago Achatz, Thomas Mello Peixoto Ubersfeld, Thomas Philip Miller Levy, Thomas Zink Koelle, Tiago Schietti, Vanessa Nahas Couri De Gennaro, Vera Maria Salem Gattaz, Victoria Calfat, Victoria Yazbek, Victoria and Arno Schwarz, Victoria and Bruno Couri, Victoria Pacey Amato, Vivian Federer, Viviane and Stephen Hood, Wellington Vasconcelos, Westphalen Family, Whitney and Frederico de Souza Queiroz, The Wyatt Family, The Yue Family, Anonymous x7

FOSTERING TRANSFORMATIVE PARTNERSHIPS

At St. Paul's Foundation, we believe that strategic partnerships are essential to amplifying our impact and transforming lives through education. We are honoured to collaborate with companies and individuals who share our vision, supporting us in various ways, such as event sponsorships, in-kind donations (whether through *pro bono* expertise, discounts on services or materials), volunteering, and monetary contributions.

A NETWORK OF COLLABORATION AND IMPACT

The support of our partners extends beyond direct contributions, strengthening the spirit of community and creating a ripple effect of positive change. Together, we join forces for a shared purpose: building a brighter future through education. Below, we proudly display the logos of our partners, which symbolise the power of collaboration and a shared commitment to our mission.



A VISION FOR THE FUTURE

"I felt very included at school and my first year was fun and enriching. I learned many important subjects and significantly improved my English. I found the Astronomy Enrichment very interesting, as I studied various topics related to the universe. I made several friends and I am thrilled to have been able to join St. Paul's."

MELISSA TOGARMA, Form 2
Joined St. Paul's in 2023.
Curious, she participated in various activities at the school





As we reflect on the progress of our Scholarship Programme and look ahead to the future, we are delighted to share that we are nearing our goal of reaching 50 scholars by 2026. This not only highlights our unwavering commitment to inclusion and diversity but also paves the way for St. Paul's to become an even more enriched and inclusive community. Over the past few years, we have established a transformative and impactful programme, and our continued efforts are focused on consolidating and further refining our processes.

After reaching the milestone of 50 scholars, we will enter a period of stability in the coming years, during which the number of new entrants will match the number of scholars graduating in that academic year. We see this as an opportunity to further enhance the social impact of the programme by reviewing our selection process and strengthening the promotion of inclusion within the school environment. To ensure this vision becomes a reality, we will need to continue working hard to make our fundraising efforts even more

efficient and sustainable. Aligned with this commitment, the school has allocated 3% of its annual revenue to support the Scholarship Programme, ensuring its sustainability for years to come.

For our future candidates and their families, this means the continued provision of opportunities for talented children to access a world-class education that opens doors to bright futures. For the entire St. Paul's community, it guarantees the promotion of an even richer and more diverse learning environment, filled with unique life stories and experiences that will enrich the daily lives of our pupils.

The maturing of the Scholarship Programme will further establish St. Paul's as a place where every pupil can thrive and grow into a leader of tomorrow. Together, we are shaping a legacy that embodies positive values and will resonate across generations to come.

Join us in celebrating this progress and supporting our vision for a brighter and more inclusive future.

HOW TO DONATE

Your contribution enables us to identify, develop, and support our scholars with a transformative education while enriching the school environment for all pupils. Every donation makes a difference, and even contribu-

tions starting at R\$100 per month, combined with recurring support from more donors, can have an enormous impact. Together, we can truly make a difference! Below are the options for making a donation:



DONATE VIA SCHOOL FEE BILL

For current parents, it's possible to add a monthly donation to your school fee bill. Simply access ClipEscola, go to the "Clips" section under "Scholarship Programme," and complete our form.



DONATE VIA PIX

Pix Key:
contato@fundacaostpauls.org.br



DONATE VIA BANK TRANSFER

Banco Itaú (341)
Branch: 9337
Account: 07726-8
CNPJ: 09.624.241/0001-86
Corporate Name: Fundação St. Paul's de Apoio à Educação



CORPORATE DONATIONS

As an OSCIP, we offer tax benefits for companies taxed under the actual profit regime, allowing deductions of up to 2% of operating profit. For more information, please contact stephanie.sippli@fundacaostpauls.org.br



Transforming more and more lives every day!
This photo, taken in August 2024, brings together our scholars from all Senior School year groups (Form 1 to Upper 6th) and the St. Paul's Foundation team.



Fundação St. Paul's

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